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ABSTRACT

A national survey was conducted of randomly selected chief student personnel officers as listed in the 1979 "Education Directory of Colleges and Universities." The survey addressed specific institutional demographics, policy-making authority, reporting structure, and areas of responsibility of the administrators. Over 93 percent of the respondents have policy-making authority and report to the chief executive officer of the institution. Areas of responsibility indicated by more than 50 percent of the respondents include: counseling services, health services, career planning, student judicial services, student activities, student government, psychological counseling, financial aid, student publications, international student advising, admissions, veterans' services, handicapped student services, intramural sports, student records, registration, retention, and recruitment. The survey instrument is appended. (Author/MSE)

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A NATIONAL SURVEY OF CHIEF STUDENT PERSONNEL OFFICERS AT RANDOMLY SELECTED INSTITUTIONS OF POSTSECONDARY EDUCATION IN THE UNITED STATES

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ABSTRACT

A national survey was conducted from randomly selected Chief Student Personnel Officers as listed in the 1979 Education Directory of Colleges and Universities. The survey addressed specific institutional demographics, policy making authority, reporting structure, and areas of responsbility of the Chief Student Personnel Officer. Over 93% of the Chief Student Personnel Officer have policy making authority and report to the Chief Executive Office of the institution. Areas of responsbility [indicated by more than 50% of the respondents] included: Counseling Services, Health Services, Career Planning, Student Judicial Services, Student Activities, Student Government, Psychological Counseling, Financial Aid, Student Publications, International Student Advising, Admissions, Veteran's Services, Handicapped Student Services, Intramural Sports, Student Records, Registration, Retention, and Recruitment.

Introduction

During the Winter and Spring terms 1980, a survey was conducted on randomly selected persons responsible for student personnel services at selected institutions of postsecondary education [X=3110] in the United States. The purpose of this research was: (1) to present an analytical study on the state-of-the-art in student personnel services [for the purpose of this study student personnel services included all areas titled student affairs, student development, student services, student life, and student awareness] and (2) to provide the necessary data so that an effective and reflective decision could be made on the types of student personnel services offered at the an insituttion of higher education in the State of Florida.

History of Student Personnel Services

The history of the college culture complex and traditional patterns of student behavior may be traced to the student communities that were a part of western European culture.[1] Though these student communities have changed their form and functions, they have evolved and survived the "town and gown" riots of the fourteenth century and assumed formal organization with the literary societies at Princeton in 1865.[2]

By the end of World War I, many leaders in the area of higher education began to view "extracurricular" demands of the student body as a challenge, rather than a menace. One possible solution to meet student demands was to take postive action to reintegrate the curriculum and the extracurriculum.[3] This

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[1] Crowley, W.H., and Waller, Willard, "A Study of Student Life," Journal of Higher Education, Vol. 6, #3, March, 1935, pp. 139-40.

[2] Brubacher, John, S. and Rudy, Willis, Higher Education in Transition, 1976, pp. 331

[3] Ibid., p. 347

reintegration gave birth, at the beginning of the twentieth century, to the student personnel services movement and the concern for the "whole student."[1]

The birth of the student personnel services movement represented (1) a major effort to restore a unified life to the american college and (2) a revival of the old-time college's concern for nonintellectual side of the student's career.[2] Some of the services that became part of the student's extracurricular life included: mental testing, structured social activities, services for vocational needs, extracurricular activities, counseling, student housing, health services, and athletics.[3] The influx of veteran's from World War II created the need, within the higher education, to provide financial aid, and services for mature students.

Student life within higher educationseemed to go along without many hitches during the late 1940s and 1950s. Students of these decades were known as the "silent generation."[4] Perhaps because of the anti-Communist agitation of the post World War II era, students were cowed by the threats of McCarthism. Undergraduates of this period were unwilling to assume any real responsibility, preferring to "stay loose."[5]

The beginning of the 1960s saw the birth of the "New Left" and a reemergence of student activism. Civil rights of this period, the Berkeley "free

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1 Ibid., p. 349

2 Leonard, Eugenie, Origins of Personnel Services in the United States, American Council on Education Studies, Series 1, #57, pp. 110-112.

3 Ibid., p. 114

4 Bloustein, Edward, J., "The New Student and His Role in American Colleges", The Liberal Education Vol. 56, March 1969, p. 45.

5 "Student Protest," AAUP Bulletin, Vol. 55, Autumn, 1969, pp. 309

speech movement" early 1960s, the sexual revolution, the concept of collegiate in loco parentis, and the Vietnam encounter sparked student resistance and violent student activism during the 1960s and early 1970s.[1]

During the early 1970s some colleges and universities moved to dissolving areas of student personnel services. Some of this was in reaction to the student activism of the 1960s and 1970s, but in some instances the dissolvement was a result of restricted budgets resulting from declining enrollments.[2]

As the 1970s came to an end the concept of student personnel services was beginning to see the light at the end of the tunnel. Some colleges and universities who did away with student personnel services, began to reintegrate these services into their organizational structure. Student Personnel Services had gone the complete circle and once again became a integral part of the college life and each students life while they attended institutions of higher education.

Research Procedures

The area studied focused the state-of-the-art in student personnel services around the United States. A survey [Appendix A] to assess this area was developed by the researchers.

Research Questions

The following structural questions were used in this study:

1. The Chief Student Personnel Officer would not have policy making authority for the areas which they had direct responsibility.
2. The Chief Student Personnel Officer would be more than one

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[1] Yankelovich, Daniel, The Chronicle of Higher Education, May, 1974.

[2] Seldas, James W., "Student Personnel Services: An Evaluation Over Time," April, 1973, p. 44.

step removed from a direct reporting line relationship with the Chief Executive Officer of the institution.

3. The areas included in Student Personnel Services would include the traditional areas: student activities, student government, career planning, counseling, and housing.

Research Definitions

For the purpose of this study the following definitions were used:

1. Student Personnel Services-includes all areas using the title student affairs, student development, student services, student life, and student awareness.

2. Chief Student Personnel Officer-are those persons designated by the Chief Executive Officer of the institution as being directly responsible for all Student Personnel Services.

3. Postsecondary Education-includes any institution listed in the 1979 Education Directory.

Research Methodology

The first mailing included a random sample of 778 institutions [25%] of the 3,110 listings in the 1979 Education Directory of Colleges and Universities published by the National Center for Education Statistics. Each randomly selected participant was requested to return the completed survey by February 25 with an organizational chart of their area and/or institution. By February 25, 256 completed surveys were returned.

On February 29, 1980 a follow-up letter and survey were mailed to those participants who had not returned a completed survey by the February 25 deadline. The follow-up letter requested that they complete the attached survey and return it by March 14, 1980. By March 14, 1980, 495 completed surveys were received and included in the data analysis. The number 495 represents a return rate of 64% of those participants selected for study.

The researcher included with each personalized letter [Appendix B] the following:

1. A copy of the survey
2. A copy of the Peterson's report
3. A return envelope

Data Presentation

The related categories were key-punched and/or hand calculated in order to analyze the data. The data in Table One shows the demographic data from the reporting institutions.

TABLE ONE
DEMOGRAPHIC INFORMATION FROM
REPORTING INSTITUTIONS-IN PERCENTAGES
[N=495]

Institutional Category	Percent
URBAN	65.2
RURAL	34.8
PUBLIC	69.5
PRIVATE	30.5
TWO-YEAR	37.2
FOUR-YEAR	62.8
SEMESTER	62.8
QUARTER	25.5
TRIMESTER	4.6
4-1-4	4.6
OTHER	2.5
CERTIFICATE	7.1
LESS THAN B.A.	27.6
BACHELORS	18.4
MASTERS	23.8
DOCTORAL	20.5
PROFESSIONAL	2.6

Table Two illustrates the percent of institutionally designated chief student personnel officer who report to have policy making authority.

TABLE TWO
POLICY MAKING AUTHORITY FOR DESIGNATED
CHIEF STUDENT PERSONNEL OFFICER
[N=495]

	Percent		Percent
YES	93.5	NO	6.5

As Table Two illustrates more than 93% of the Chief Student Personnel Officers responding to this poll report to have policy making authority. Table Three shows the percent of designated Chief Student Personnel Officers who have direct reporting authority to the Chief Executive Officer of the institution (i.e. president, chancellor, etc).

TABLE THREE
DESIGNATED CHIEF STUDENT PERSONNEL OFFICER
INSTITUTIONAL REPORTING STRUCTURE
[N=495]

	Percent		Percent
Chief Executive Officer	95.0	Other	5.0

As the data in Table Three shows, more than 95 percent of the reporting designated Chief Student Personnel Officers have direct line reporting authority to the Chief Executive Officer of the institution.

Table Four shows the areas of direct responsibility that the responding designated Chief Student Personnel Officer has at each institution.

TABLE FOUR
DESIGNATED CHIEF STUDENT PERSONNEL OFFICERS
AREAS OF DIRECT RESPONSIBILITY
[N=495]

Std Activities	94.1	Counseling Svcs.	90.4	Health Services	84.9
Std Government	90.8	Career Planning	89.3	Judicial Svcs	79.2
Psy Counseling	80.7	Financial Aid	79.5	Std Publication	72.0
Int'l Student Advising	71.3	Admissions	69.1	Veteran's Svcs	69.0
Handicapped Std Services	59.9	Campus Housing	65.2	Testing	63.0
Registration	50.1	Intramural Spts.	58.9	Std. Records	59.9
Off-Campus Housing	30.1	Retention	57.7	Recruitment	51.0
Police	17.0	Ministry	40.0	Int'l Admissions	39.0
Institutional Research	6.3	Athletics	34.0	Advising	32.2
		Articulation	22.1	Learning Skills	20.1
		Day Care	14.5	Alumni	12.3

As the Table Four shows, of the 495 designated Chief Student Personnel Officers responding to the survey, more than 50% were responsible for: student activities (94.1), counseling services (90.4), health services (84.9), student government (90.8), career planning and cooperative education (89.3), judicial services (76.2), psychological counseling (80.7), financial aid (79.5), student publications (72.0), international student advising (71.3), admissions (69.1), veteran's services (69.0), handicapped student services (59.9), intramural sports (58.9), campus housing (65.2), testing (63.0), student records (59.9), retention (57.7), recruitment (51.2), and registration (50.1).

Conclusions

The use of the statistical method of random assignment of the participants for this survey leads the researchers to conclude the following with regard to the national state-of-the-art of student personnel services:

1. The institutional Chief Student Personnel Officer has policy making authority for those areas which they have direct responsibility.
2. Over 95% of the Chief Student Personnel Officer directly reports to the Chief Executive Officer of the institution.
3. The area of Student Personnel Services is diverse and includes many traditional and non-tradtional areas. These areas include: [traditional]-Counseling Services, Health Services, Student Activities, Student Government, Career Planning, Financial Aid, Handicapped Student Services, Psychological Counseling, Testing, Housing, International Student Advising, Student Publications, and Intramural Sports. [non-traditional]-Judicial Services, Admissions, Student Records, Registration, Retention, and Recrutiment.

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APPENDIX

POLL OF STUDENT PERSONNEL OFFICERS at Selected Institutions in the United States

FLORIDA INTERNATIONAL UNIVERSITY
DIVISION OF STUDENT AFFAIRS &
OFFICE OF INSTITUTIONAL RESEARCH
MIAMI, FLORIDA

POLL OF STUDENT PERSONNEL OFFICERS AT SELECTED INSTITUTIONS IN THE UNITED STATES

DIRECTIONS: Please take a few minutes to respond to the following questions and/or statements. All data received will be coded by category and not by institution. Student Personnel Services are those areas at an institution responsible for activities and programs outside the classroom.

SECTION ONE - General Information (Please Type or Print):

1. Name of Institution _____

2. Title of Respondent _____

3. Fall 1979 headcount enrollment as reported on HEGIS XIII:

(full-time) (part-time)

4. Population of city/county surrounding institution _____

5. Nature of surrounding city/county: [ ]Urban [ ] Rural

6. Type of institution: [ ] Public [ ] Private [ ] 2yr [ ] 4yr
[ ] Lower level [ ] Upper level [ ] Graduate

7. Calendar System: [ ]Semester [ ]Qtr [ ]Trimester [ ]4-1-4 [ ]Other_____

8. Highest Degree Offered:[ ]Certificate[ ]Formal degree less than Bachelors
[ ] Bachelors [ ] Masters [ ] Doctorate [ ] Professional Program

9. Student Demographic Information (HEGIS XIII, Fall 1979):

PERCENT		PERCENT	
9a. _____	Commuters	9b. _____	Residents (Campus Financed Housing)
9c. _____	White (not of Hispanic origin)	9d. _____	Asian or Pacific Islander
9e. _____	Black (not of Hispanic origin)	9f. _____	Hispanic
9g. _____	Other	9h. _____	American Indian or Alaskan Native
9i. _____	Non Resident Aliens		

10. Percent distribution by age:

[__]under 20 [__]20-24 [__]25-29 [__]30-34 [__]35-44 [__]45+

SECTION TWO - Organizational Information:

11. The institutional staff member designated as the chief student personnel officer uses the title:

_____

12. This person reports directly to:

_____

13. This person has policy formulation authority: [___] Yes [___] No

14. This person is responsible for the following areas:

a. [___]	Off-campus Housing	b. [___]	Intercollegiate Athletics
c. [___]	Campus Police	d. [___]	Admissions
e. [___]	Counseling Services	f. [___]	Cooperative Education
g. [___]	Student Retention	h. [___]	Financial Aid
i. [___]	Student Records	j. [___]	Registration
k. [___]	Intramural Sports	l. [___]	Day Care Center
m. [___]	On Campus Housing	n. [___]	Handicapped Student Svcs.
o. [___]	Student Health Svcs.	p. [___]	Student Activities
q. [___]	Learning Skills Center	r. [___]	Career Planning
s. [___]	Student Publications	t. [___]	Campus Ministry
u. [___]	Student Judicial Svcs.	v. [___]	Student Government
w. [___]	Student Recruitment	x. [___]	Int'l Student Admissions
y. [___]	Articulation	z. [___]	Psychological Counseling
aa. [___]	Testing and Assessment	bb. [___]	Academic Advisement
cc. [___]	Int'l Student Advising	dd. [___]	Veterans Services
ee. [___]	Alumni Affairs	ff. [___]	Institutional Research
gg. [___]	Other (specify)_____		

15. Comments: _____

_____

Florida International University believes in equal opportunity practices which conform to all laws against discrimination and is committed to non-discrimination with respect to race, color, creed, age, handicap, sex, or national origin. Additionally, the University is committed to the principle of taking the positive steps necessary to achieve the equalization of educational and employment opportunities.